

THE CANNON

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HEY MIKE...STOP THE CUTS!

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CHARLES OE KERCKHOVE-VARENT CIV 919

Representatives of U of T faculty, staff and students have joined together to organize a massive rally November 8 opposing planned cuts of 30% to U of T by the Tory government.

The Students' Administrative Council (SAC), the Graduate Students' Union (GSU), the Association of Part-time Undergraduate Students (APUS), the U of T Faculty Association (UTFA), the Staff Association (UTSA) and the teaching assistants union (CUPE Local 3902) have joined forces to oppose the PC cutbacks.

These groups all regard the planned cuts of between \$400-million to \$800-million of the \$2.6 billion currently spent on universities and colleges in Ontario as completely unacceptable. These cuts equal the current spending on 10 professional faculties or the combined budgets of Erindale and Scarborough College.

In light of the funding crisis, SAC, APUS, the GSU, UTFA, UTSA and CUPE 3902 are organising a university-wide rally at Convocation Hall to oppose these cuts on Wednesday, November 8, 1995 between 12:00 p.m. and 2:00 p.m.

The Tories are debating massive tuition

increases to make up for the cuts. This will force students to borrow thousands of dollars and lead to impossible debt loads and less investment in the economy. "Students already pay the 25% of university budgets called for in the *Common Sense Revolution*. How can taxpayers afford the bill for all of the defaults which higher tuition will cause?" said SAC President Marco Santaguida.

Metro Toronto and Mississauga will be devastated by cutbacks at U of T. The PCs' cuts are so large that entire programs or colleges could be closed and many members of staff could lose their jobs. Fewer Ontarians will be able to get a university degree and higher unemployment will harm families and communities. "How does it make sense to eliminate jobs and put people onto unemployment or welfare?" said Brian Robinson of CUPE.

"These cuts don't make any sense: a high-quality, accessible university system is vital to Ontario's future economic prosperity. Even before these proposed cuts, Ontario universities are already funded less than other Canadian provinces and the public universities"

I have to say I had a really big shock when I saw that the Tories had won the 1995 election. I did not think that a platform that seemed to undermine values such as social justice and tolerance would have much resonance with Ontarians. I was sorry to be proven wrong. I agree that the deficit is a problem that has to be dealt with, but there are numerous examples of states which suffered by taking the question too far. The bottom line, however, is that the Tories won the election. It doesn't really matter what I or anyone else thinks of their policies. People knew what they were voting for and the majesty of democracy must be respected.

So what does this have to do with the big rally on November 8th? Well, deficit slashing and cost-cutting are the order of the day, because this is the will of the majority. The Conservative government is therefore cutting heavily into all its programs, and this includes post-secondary education. I have heard the argument that cutting post-secondary education hurts the economy in the long run because it prevents brilliant students with financial problems from acquiring the education they need. I agree with this argument, and I certainly believe that there should be equal opportunities for everybody. But there is something which worries me about this rally—I hope that the students angrily protesting the government cuts are

also thinking about a few other cuts to some other programs. Because of the Tory government, thousands of abandoned single mothers and children below the poverty line will live in unacceptable conditions. People with disabilities can no longer leave their homes because of cuts to Wheel-Trans, and there are many cases of individuals with debilitating diseases who will have to survive with almost no help from the state.

I supported a party which did consider post-secondary education important, but obviously the majority of Ontarians were not of my opinion. Now there is only a finite amount of money the government will spend. We should be able to sacrifice some luxuries here at the Faculty of Engineering given some of the extreme misery caused by the cuts. Of course loans to serious students whose parents cannot afford tuition are fundamentally important. I wonder if this problem has to necessarily be tackled by the government given the fact that loans to earnest students shouldn't be a money-losing operation. Many graduate students—particularly engineers—will be making thousands if not millions of dollars. While I agree in practice with the November 8th rally, I hope that everyone who attends imagines a childhood without a bicycle, a birthday cake, or a meal consisting of something other than stale bread and baloney.

November's Cannon Poll Question:

Are Engineers Sexist?

Please reply on page 11.

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The Chinese Connection

NEIL HELLAS, NPE 91C 977

In an effort to report the experiences of the students and faculty of Skule™, I spoke with Professor Jim Smith, Chair of Chem Eng. He has recently visited China to attend a symposium and give a few seminars. He spent some time telling me a bit of what he learned and saw.

Can you tell me a bit about what you did there?

[I attended a conference], organized by the association of Universities and Colleges of Canada, in association with the Chinese State Commission for Education; I attended a symposium on Canada-China university linkage programs. I was one of the representatives of the University of Toronto. We listened to various presentations from various university people from both Canada and China on their linkage programs. We're linked, or have been linked with the University in Wu-Han, now called the Wu-Han Metallurgical University. We've had a five year relationship with that university - it has been very productive. We've exchanged staff - we haven't exchanged students because the events after 1989 precluded them sending students over

there. But they did send academic staff, and we sent academic staff there. That was the main reason for my visit to China, to attend that conference.

But while I was at it, I visited our linkage partner in Wu-Han. I visited another [very good] university of chemical science and technology in Wu-Han as well, and gave a seminar at that university. I also gave a seminar at the Iron and Steel university in Wu-Han. Then I went to Beijing. In Beijing I visited the University of Tsinghua, which is the best engineering university in China, it is extremely good. I gave a seminar there and I visited other universities. They were keen to get linkage programs with other universities. I think we should be too, because China has one of the most rapidly developing economies in the world. In fact it's already the third largest economy in the world, and within a matter of years - ten maybe, or less - it will be the second largest, and perhaps eventually the largest economy.

I visited a joint venture company on

Please see "Human Rights" on page 4

OPINION

Les Maudits Anglais

MATT PELTON, NY PHYS 9T6

We have just witnessed an unusual moment in Canadian history. For the first time in fifteen years, the country as a whole has been informed about, even interested in, Quebec politics. The stakes of the game were abruptly raised, and Canada as we know it came within 53 500 votes of being replaced by something completely different. Everybody in this great land, from sea to shining sea, had a stake in the outcome of the referendum. But those of us born and bred in *la belle province* had a greater stake than most. Many of us were worried, worried about losing our country, worried about losing the blessing and privileges that come with being a Canadian.

But mostly, we were worried about money. The separation of Quebec would mean the loss of a large portion of what prosperity the province has left. It would mean another exodus down the 401, with the rich taking their money and joining us expatriates in Toronto, pining after bagels and smoked meat that we never really ate. That is why I was profoundly relieved on the evening of October 30.

And that is about the only reason. Because, when it comes down to it, the rest doesn't really matter one way or the other. Separatism is not dead. Contrary to the beliefs of many in English Canada, it was not some sudden and short-lived apparition that arose a few weeks ago, when the Toronto Star published its first front-page headline on the subject. The idea that the *québécois* should be *moitres de leurs destins* has been simmering in Quebec for over thirty years.

Growing up in Montreal meant direct experience of the Two Solitudes. The *maudits anglais* against Jean-Guy Peppère. They would spray-paint a STOP sign to read "101;" we would draw "101" with a swastika in the "0." We named a school after Pierre Laporte; they named a boulevard after René Levesque. We spent our lives learning to speak French, and then only ever used it to talk to bus driv-

ers and *dépanneur* owners; they learned English from birth, and only used it to watch American television. All we felt we shared was a deep antipathy towards Toronto.

In Quebec, the division between English and French is taken for granted. The Rest Of Canada imitates the United States, dividing up by creed or colour. In Quebec, it is recognized that these superficial differences are not important. What is important is whether you can talk to each other. And Quebec cannot talk to Canada.

It has tried. It has sent MPs, cabinet ministers, Prime Ministers to Ottawa to try to find a realistic place for Quebec within Canada. English Canadians misunderstood, and were confused by a province that could actually produce talented politicians; they responded defensively. Quebec gamely tried — twice — to work out an agreement that would give Quebec some nominal measure of autonomy while preserving the federal system. English Canada ranted against distinct-society status. Treat Quebec just like any other province, it said, blind to the fact that Quebec is not like any other province. Quebec would have been happy if the Rest of Canada had simply said we're sorry, and we'll try to do better in the future. But, instead, Canada foamed at the mouth, accusing Quebec of being immature, of being stupid, of being ungrateful for all the wonderful things this country has done for them.

But the *québécois* know perfectly well what Canada has done for them. Their license plates say "*Je me souviens*" (not something insipid like "Yours to Discover"). And what they remember is the battle of the Plains of Abraham, the forced absorption into the British Empire, the deportation of the Acadians, the years of Dickensian domination by Anglophone businessmen, the forced conscription during the two World Wars, the unilateral patriation of the constitution. Their

proudest moment is the Quiet Revolution, where they finally felt themselves in control of their own destiny. The heady rush of power naturally led to the desire for real control, for a separate nation where they could finally be in charge, themselves.

When English Canada found out about this desire, the response was, alternately, blankness or angry refusal. On rare occasion, fear led to a third response: patronization and condescension. Hence "My Canada Includes Quebec," and discount plane fares to a flag-waving rally. But, generally, the Rest Of Canada has preferred to look away, remaining as ignorant about Quebec as the United States is about Canada. This is what ultimately led to the two referendums, and this is what led to the last referendum being decided by 1.2% of the four-and-three-quarters million votes cast — fewer than the percentage of ballots that were spoiled.

And the story isn't over. The dream of an independent Quebec does not die so easily. The indignant incomprehension of English Canada shows no signs of abating. And the divisions within Quebec have simply been reinforced (this made abundantly clear by Parizeau's Yeltsinesque defeat speech). Quebec is already a nation, as much as any other; the only thing it is not is a country. We're all going to have to go through this entire thing again. Nothing has really changed at all.

Perhaps it's better this way. The *québécois* love politics, and would be bored without the Neverendum to keep them entertained. Francophones need to keep yelling in order to be heard in the yawning chasm that is Canadian politics. Anglophone Quebecers can continue to feel the moral superiority that mild persecution bestows. And, maybe, if this all keeps up long enough, Canada will figure out what Quebec has been trying to say all these years. So we roll up our sleeves and we begin all over again. *À la prochaine fois.*

Uncensored

TANYA LINDSAY, 9T6+P, VP EXTERNAL

In the previous Cannon issue, Neil Hellas (NY 9T6) wrote that he found the "censorship" of the Toike Oike by the Review Committee abhorrent, and expressed his disgust at how this censorship "forces the moral opinions of a few onto the many who read the paper". I find it interesting that Mr. Hellas would not consider a "stolen Toike" to be precisely that, especially when considering the infamous 1988 Toike that made national headlines as an example of the sexist, homophobic and vulgar morals of all U of T engineering students. The '88 Toike went beyond giving engineering students a bad name; Terry Johnston, our Employment Liaison Coordinator can confirm that industry had no desire, at the time, to hire U of T students who exhibit the morals and behaviour reflected by the Toike. Industry had no desire to hire "Neanderthals" then, and it certainly continues to be the case today. The 1988 issue proved that the Toike, regardless of any disclaimers, is viewed by the public as a reflection of the morals and opinions of the Engineering Society and engineering students. During my PEY term in industry I was shocked to find out that student newspapers, such as the Toike, have played a key role in shaping the current low regard of the engineering profession by others. For this reason alone, we have a professional and moral obligation to improve our image, which justifies the existence of the Review Committee. It is our only guarantee that further 1988's will not reoccur.

I must admit that I am pleased that Mr. Hellas "wondered what could be so offensive" underneath the censored rectangles since my biggest fear was that the insensitive message would still surface. The fact that he could not understand those messages shows that the committee succeeded, at least for now, in protecting the image of engineering students.

Mr. Hellas goes on to suggest that only communist countries practice censorship, but this statement is far from true. This past weekend I attended a leadership exchange in Austin, TX, between engineering schools from all across North America. I took with me many samples of the work our Eng. Soc. does, including our Skule™ books. Many of the US schools were shocked to see that we were "allowed" to print in our yearbooks pictures of people giving the finger. Interestingly enough, they did not consider themselves censored; they consider us unprofessional.

Mr. Hellas closed his article by commenting on how censorship will alienate Eng. Soc. from the student body. I would argue that although Eng. Soc. provides many great services to students and the profession, it is far from representative of the interests of the general engineering student population of the 90's. In order to better represent students, the Engineering Society needs to detach itself from vulgarity, sexism, and drunkenness, and move towards providing better services and professionalism. The Toike Review Committee is one of the few steps the Society has taken in that direction.

What About Members?

RAY CHANG X-NY, COMP 9T8

All division clubs have an executive, including the shunned Engineering Science division. The program itself is about as hard as everyone thinks it is; this makes it difficult to be spirited and maintain academic standards at the same time. The NY Administration announced that although the cut-off has been rising over the last several years, students with a good personal background in extracurricular activities in high school are given special consideration for entrance. The result is that there have been more natural leaders entering the class, with presumably lower marks. Because of this influx of spirited students, there are more people who want to get involved, and more people taking leadership roles in Eng. Soc. and the NY Club. There seems to be a bit of controversy with NY students who acquire executive positions in the NY Club, then switch out.

At the beginning of every year, the NY Frosh are given a lecture by the Engineering Science Administration. They insist that it isn't that difficult to stay in the program, and prove it by showing statistics compiled over the last several years. However, what they don't tell you is that the statistics are somewhat falsified. They don't tell you how many people transfer in from other programs (yup, it happens) and other schools. Almost half

of the class could switch out of NY, many forced, but the hidden statistics make it look more like a third. Even a third of a class being eliminated over a single year is quite horrific. The one thing that has been consistent, is that the second year classes over the last few years have been scarcely larger than 80 students. This year's class of 150, if tradition is followed, will contribute about 70 students into second year regular engineering. Considering that the spirited crowd of any class has lower standards in academics, the chances are high that one of the students in that group of 70 who will be forced to leave, will also run for an executive position.

In the NY Club constitution, the only requirement for being a candidate in an election is to be a member of the Club. Becoming a member entails being in the program, and paying a membership fee at the beginning of your Frosh year. There also exists affiliate members, who are allowed to attend meetings, and vote on general club issues. To become an affiliate member, you must have previously been a member of the Club, have an interest in being an affiliate member, and have stayed a minimum of two months in Engineering Science. Once you become a member or an affiliate member, you are a member for life according to the NY Club bible.

The constitution does not mention, however, that a non-member or non-affiliate cannot hold an executive position. If a student runs in an election, wins, then switches out of the program, by the definition provided by the constitution, that NY Club member is still eligible to participate in executive activities.

The Engineering Science Club executive have been in communication with the administration. The general consensus is that it is ridiculous to have a non-NY student in the executive, and a change to the constitution must be made. One change to the constitution that could alleviate this problem, is to make a minimum mark clause. The problem with this, is that this clause would make most NY's who are interested in running at all, ineligible. Another way to fix the problem is to eliminate affiliate status and add a "must be enrolled in NY classes" condition to be a member. However, most division clubs can choose anyone to be in their club at their discretion, including NY students. By excluding everyone but NY's, the NY Club would ruin their image in the eyes of the other division clubs. On the other hand, the Club has already ruined their image in the eyes of the students who got screwed when the Club and the Administration violated the constitution, so why stop there?

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letters and
opinions to the
Editor now!

EDITORIAL

The CANNON



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Raise a Stink

KYOKO YAP, NY ENV 9T6 + F1, EDITOR

By now most of us are well aware that university is the best post-secondary education available. In particular, we are students of one of the most prestigious universities in Canada, its engineering faculty among the most credible in North America. Partially due to its reputation, U of T is very rich; it boasts unique, high-tech, high-cost equipment and laboratories, innovative research and distinguished alumni.

But our luck doesn't end there. Not only are we in a prestigious school being taught by people who are leaders in their field of research, we are currently enjoying the best years of our life (or so we've been told). This is the time we form our long-lasting friendships. We meet people from near and far, all with their own educational, social and cultural experiences, and we learn about each other and ourselves. We're finally responsible adults, away from the childish fun of high school, but still before the seriousness of a full-time job.

And when we do graduate, we will have our wonderfully marketable engineering degree.

So what's wrong?

We have been blessed with the brand *Gen-X*. And with it, the economic joys of dealing with rising tuition and the load of school loans. This in addition to carrying the debts of the spenders of the '80s (our parents), caring for not just our parents in their old age, but our grandparents (who thought that long life expectancy would result in this?), and no more old-age pensions when we get to old-age.

Bonus: political instability, not just around the world but right at home. Malicious murders by "normal-looking" people. A fear of walking alone after 6 p.m. And if we don't die first: Unemployment upon graduation. Finally, the threat of losing our (and our children's) beloved post-secondary education altogether.

No wonder we're all shoe-gazing. We have too much on our young shoulders, and we need your pity. It's too much to bear, and it's all your fault. We didn't ask to come into this world and deal with your problems.

I'll tell you what is the worst problem among us. Too many of us are apathetic. Sure, we have a lot to be proud of, a lot to be thankful for, even a lot to be angry about. But no one raises a stink. Particularly, the misinformed (or rather, the uninformed) right here in this Faculty. Particularly, the people who don't pick up this newspaper. Particularly, the students whose very existence is threatened, and they don't even know it.

Stochastic Random Arbitrary

ILAN KELMAN, NY ENV 9T6, ASSISTANT EDITOR

This society of ours.
The destruction reigns. Down on us this cataclysmic orgy of
The destruction rains down on us. This cataclysmic orgy of
It's all around us can't you see do you hear closing in feel us drown
Anywhere Anytime Anybody. You must be prepared. Just in case.

We are the fortunate ones. We see our pyre, hear our eulogy, taste our hearse.
we could stop we could resist we could change we could work as one we could overcome
But you close your eyes. You turn away. You ignore your own. WILL YOU LISTEN TO ME?

the lonely flute in the mist the sound of a distant drum
the crossfire of headlights blindsided in the shadows
It cannot be; but it is; yet It shouldn't; though It feels...
Can this be the vision, the understanding, the dream for which we have yearned?

Events have a way of overtaking us.
Try as we might. We control. We manipulate. We change. We fight.
We fail.
Events have a way of marking us.
Try as we might. They control. They manipulate. We change. We fight.
We fail.

the world is dark, the soul is lonely, the senses are evil, the truth is false
Nightmare of a lesser sort: chills the brain, terrifies the body
Alliterative Allusion/Spurious Sondheim Scene:
How many Wolves have you carved up?/Wolves aren't people/Ask a Wolf's mother.
Step on an ant, pistol-whip a baby.

aimlessness

The fire raged, the explosion ripped, the white innocence blemished like history.
What the Why that's a load of Look at this, you
We will crush you like flies. You are this high. I squash you with my thumb.
What kind of garbage... Well, you're the one reading it.
I am. You can't. He/She/One won't. We will. You should. They remain.

O wayward leaf, drifting so gently through the softness...
The pieces of children were the worst.
HE'LL KILL US ALL!! (March 28, 1977). And he did. On the ground.
95: no escape from the gas, heartland orphans, train left the rails It has commenced.
December 21, 1988. So this is Christmas.

debased, deflowered, decoupled, dead,
In the night, an anguished cry pierces:
Mother of

WHAT HAVE WE DONE

"Human Rights Are Difficult to Deal With."

Continued from Page 1

the invitation of one of our former students. He's involved in a company which extracts rare earths from Chinese ores, purifies them and then markets them in a joint venture relationship with an entity in Beijing which owns these factories. I visited the plant in Xiangsu. The factory itself was situated amongst thousands of other joint venture factories - the growth rate there is about 36% per year. It's just incredible, and the infrastructure is beginning to creak under the strain. I was really interested because it's a chemical engineering process, a salt extraction process important in metallurgy. It is really fascinating to go there and see all this activity.

We have real opportunities for our students and our staff in China as the economy there grows and as our own economy in Canada remains relatively stagnant in terms of employment. I think that we have a real opportunity in Canada, especially at UBC and Toronto, because we have very large Chinese [speaking] populations. The main language in China is Mandarin, and most of our Chinese speaking students can speak it. The conditions are not perfect for PEY trips to or exchanges with the Chinese mainland yet. They just can't pay our students anywhere near what they would be able to get in Canada, even working in the departments. Typically, a full professor in a university in China might make \$400 Canadian a month. So how we can send students over there and pay them more than a full professor, in order for them to be able to save enough money to come back here and live? It's just not feasible. But the growth rate is incredibly high.

I had a very busy time while I was in China. It wasn't all work. I enjoyed a trip to the Great Wall of China, which everybody should see. It's a phenomenal piece of engineering. Really incredible when you consider some parts of it were started three thousand years ago or more; it truly is a sight that you just can't believe. I've been to the Roman Wall in England, and it's like a garden fence compared to the Great Wall of China. The Great Wall was about 10000 km long at its zenith. It's now about 6000 km, and a lot of it is in disrepair.

Do you think they're growing too fast for their own good?

Oh yes. The infrastructure in the south eastern provinces is [growing] far too fast. There are already real concerns with contamination of the water supply. The air pollution is a real concern in China because their major fuel is coal, and it's a soft coal with very high ash and sulphur content. Some coals are actually 8% sulphur, so that when they burn this stuff, the air is full of sulphur dioxide, which gets converted to sulphuric acid and particulate matter. Wu-Han is an iron and steel town. It would be nice if you could see it - actually on occasion the wind blows enough so that it clears the pollution and you can see it - it's really a nice town. But the air pollution is a very serious problem in that country, and the water pollution; the supply of electrical energy is beginning to handicap economic development. They're building 100 circulating fluidised bed furnaces in China and power stations based on that technology. One of the centres for that development is at Tsing Hua University in Beijing. They do a lot of work on that. It is a technology that tends to reduce pollution, because they use lime in the fluidised bed which reacts with the sulphur dioxide, and produces calcium sulphate. So, there's a huge and increasingly unmanageable supply of gypsum building up around the world as these scrubbing technologies are implemented more and more. So the infrastruc-

ture is creaking.

How is that affecting their education system?

The Chinese government has announced that it wants to increase the number of university students by a factor of 6 in the next 15 years. That means a corresponding increase in the construction of new universities and the expansion of existing universities. Of course they're focusing primarily on technology. The Chinese university system was initially established at the turn of the century, but they developed a whole pile of universities shortly after the Second World War which were based on the Russian model for engineering. Every industry had a specialist training program for engineers for that industry. It's unfamiliar to us here.

So it's more like a professional trade school...

More like that; sort of halfway between what we do for engineering. So there has been a move to try to diversify the engineering education, to broaden it. Many of these industry dominated schools, like the metallurgical industry, wants to convert its universities into general universities. But the government has made a commitment to enormously expand the university places in the country. When you figure there are 1.2 billion people, and maybe 2 or 3 or 5 or 10 in a hundred are going to university (we have over 20), it'll be one big increase in the number of university places.

You were mentioning the linkage programs that we have set up already, that they'd like to get more of those together. What areas do you think they'll be focusing on?

Well, the linkage programs are very strong in medicine, and there are a number of Canadian medical people teaching in hospitals who have gone to China. [They] have worked with them on medical care for children, for women, people in general. I think that's important. The engineering education has to expand because they're short of technologists. There's a general need for all types of university graduates. Our linkage programs in the faculty are an exchange with three universities - Nankai, Beijing and Xingwa. [These] are linked with four universities in Canada - UBC, Toronto, McGill and now the University of Montreal which includes E cole Polytechnique. We have these programs, but they're very hard to get moving because there isn't any money to facilitate exchanges. The research exchanges are sometimes facilitated through the people's research grants. The Chinese don't have the resources that we do, so a lot of the travel is over there.

How do you think their record on human rights is going to affect their emerging technology surge?

This human rights issue is a very important one. I was actually one of the first western academics in China after the massacre in Tianamen Square and I met some students - one student who had lent his bicycle to a friend to take down there, and he never saw his friend or his bicycle again. And certainly there were thousands of people killed. The Chinese government even acknowledges that a number of people were killed. Human rights are difficult to deal with.

Is this going to affect their desire to become leaders in technology-based areas?

I don't think there's a direct coalition. The government is trying to control the rate of expansion of the economy, and they're preventing certain problems that happen in the Soviet Union and Eastern Europe that resulted from uncontrolled response to various

On Remembrance Day

CRISTINA GULESIU, ENG. SCI. 978

Red felt, felt the colour of blood, a flutter of petals pinned over the pining heart. The heart is bleeding, it has been struck; a splash of red on a coat lapel is all that's left as a garish reminder. Blood felt.

In schools, classes gather in the auditorium for a minute of silence. Heads are bowed; for most, they are encased in meaningless solemnity. There is an occasional impertinent snicker that will be dealt with severely by the principal. A poem is read.

If we break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields

A few of the older generation mourn; the untouched young one comes one step closer to becoming the old one. Another year gone by. Remember.

AMERICA; so it goes...

MARTIN LITTLE, CIV 977+

When I was a kid I bought it. The whole story.

AMERICA.

Land of opportunity. All men created equal.

And so on.

The image has faded and tarnished over the years.

It's tarnishing and fading all the time now.

When in the STATES I visit family, or go to the beach. I keep to my side of town: to BEACH BARS, 7-ELEVEN'S; I stay away from the *Piggly-wiggly*; from houses on streets that squint below MERCURY-VAPOR LAMPS.

This is AMERICA and I've seen *COPS*.

Last week I was in South Carolina; Myrtle Beach. It's pretty DEEP SOUTH. People here stare at BLACK MEN who walk the beach in front of GLISTENING coral-pink hotels. They are tolerated if they wear subdued BERMUDA SHORTS and POLO SHIRTS. Then they look almost like US.

A good thing.

If they walk on the beach with WHITE GIRLS some people use the N-WORD.

Most think NASTY THOUGHTS.

A buddy from Los Angeles and I go to a BAR. We drink JÄGERMEISTER and CUERVO from PLASTIC CUPS. We play pool with a BLACK MAN and his BLACK WIFE. They have been MARRIED for THIRTY YEARS. We LAUGH a lot and LIKE each other. We are HUMANS with NAMES and HISTORIES. We SHARE our histories and LISTEN to one another.

A good thing.

We leave the BAR when it closes. There is nothing MORE for us to DRINK.

A good thing.

It is DARK. We make a big MISTAKE. We walk AWAY from the glistening coral-pink hotels. The WRONG way.

We are LOST.

Behind us appear three BLACK MEN in HOODS. They do not care about our NAMES and HISTORIES. We have crossed into THEIR REALITY. We become THE FACELESS, without PERSONAL IDENTITY or HUMANITY.

We INSPIRE them to think NASTY THOUGHTS.

They FOLLOW. Keeping DISTANCE. WORDLESS.

A TAXI drives up and stops. The driver is BLACK. Seeing US and THEM, he dims the VACANT-LIGHT and drives AWAY. A PICK-UP truck speeds CLOSE. It flings a BOTTLE, closer.

Doppler LAUGHTER.

NASTY THOUGHTS.

A BROKEN HOUSE, it's LIGHTS grow DARK as we approach.

Behind it's FACADE, a MUTE FACE with bright eyes anticipates RETRIBUTION. In another, the face is HUMAN and SCARED.

STOPPING, turning, I IMPIRE with my eyes for EQUALITY, JUSTICE, LIBERTY. They demand MONEY.

AMERICA.

SO IT GOES.

stresses. China is famous for bureaucracy, incidentally. The Chinese invented bureaucracy back in 1000 B.C. or so - one of the emperors invented the bureaucratic system of government, and they've sort of stuck with it ever since. 2 or 3 thousand years, so it's a very old civilization.

Considering all that, would you go back?

To China? Sure. It's a very interesting place. An incredibly strong and rich culture

The trouble is if we can't speak Chinese and can't read it, then we can't appreciate how incredible it is. But you can appreciate Chinese art, calligraphy, music, which I like. I've listened to some very old music. Ancient music that they have ways of recording, ancient instruments that they have been able to preserve, it's truly beautiful. There is beautiful architecture, beautiful scenery. It's a great place to visit. If you can get out of the tour groups, you're much better off.



Career Trends

Providing Engineering Students with Employment Information

The Engineering Liaison Office was created in 1985 to market the benefits of hiring University of Toronto engineers and to promote the services of the Career Centre to engineering employers.

Terry Johnston
Engineering Liaison Coordinator
Phone: (416) 978-8022

Chris Mak
Employment Committee Chair
Phone: (416) 978-2917

E-mail: career@ecf.utoronto.ca
Visit the Career Centre's Web Site @ <http://www.utoronto.ca:80/career/>

Robotics Industry Survey

This is the first in a series of mini industry surveys (sample size of 10 - 15 employers) being completed to gather information on trends in specific industries. These surveys have been incorporated into the marketing plan for the Engineering Liaison Office for the coming year.

According to a recent article in Plant magazine, "North American manufacturers are installing robotic systems on their factory floors in record numbers."¹ The article goes on to state that the automotive industry accounts for more than half of all the robots sold in North America and that Japan currently controls the industrial robotics market which leaves U.S. and Canadian robotics firms to "pursue new applications in nontraditional areas."²

We recently surveyed a number of companies in the growing Canadian robotics industry. We began by asking about the nature of the organization's operations. The responses we received varied from, "we manufacture hydraulic tracing attachments," to "we're involved in industrial automation." Other responses included, "we design and manufacture robots", "we design and build control systems", and "we're a robotics engineering company."

Most of the companies noted that they are slowly expanding, and they are also optimistic about the future prospects in this industry. Some stated that the future seems to be in the east (Malaysia, Singapore), while others noted that sales are up and although it takes a while for quotes to become orders, the industry is strong.

In terms of their hiring preferences most of these companies said they would hire new graduates, although a few preferred people with 3 to 5 years experience. To find these people they would post at Career Centres, use consultants, take the recommendation of professors or just rely on word of mouth.

Starting salaries in this industry range from 30K - 35K for those with a B.A.Sc. and 40K - 45K for those with a Masters degree. These figures concur with the annual salary survey conducted by the Professional Engineers of Ontario.

The skills that these employers look for in prospective employees in addition to an engi-

neering degree include: people skills, organizational skills, computer skills (including CAD/CAM), troubleshooting and previous experience in the robotics industry.

Employers in the field advise students that experience and being customer service oriented are two important elements, along with the skills mentioned previously, required to obtain an entry level position in the robotics industry.

¹ George Guidoni, Robots key driving force in factory automation, *Plant magazine*, Volume 54, No. 9 (June 1995), pg. 25

² Guidoni, pg. 28

Update

Since May (the start of the marketing year) the Engineering Liaison Office has contacted over 1,000 employers and received a number of job listings (stats. are produced at the end of each marketing year).

Employer and student feedback from this year's Engineering Career Information Day was very positive. Employers commented very positively on how well prepared students were for this event.

We recently had calls from two "Fortune 500" employers claiming they had received a insufficient response to their job postings. While we make every attempt to notify students of existing job postings, it is ultimately your responsibility to check with the Career Centre on a regular basis to see which companies are listing positions.

The deadline has passed for the February Extern Program. Applications for the May program will be available early in the new year.

4th year students - if you haven't already registered with the Graduating Students Employment Service it's not too late. Visit the Graduating Students Employment Service Desk for details.

1st, 2nd and 3rd year students - if you haven't started looking for a summer job yet, you should start now. Visit the Summer/Part-time/Temporary Employment Service Desk for further details.

Engineering Talents

AMIR MEIDAN, NY 916

Go out there and ask people, from either the university population or from the outside world, what they think about engineers. It's funny, but the majority of answers will be quite similar, and before you decide that majority rules, I'll tell you that they're also untrue. Engineers are viewed as being boring, rational and pedantic by the outside world (add to that rude, drunk, and uncultured by the rest of the university population). We are viewed as being one dimensional, with no talents that lie outside the mathematical and scientific realms. While we may or may not care to give any attention to what people think, it becomes quite unfortunate when similar opinions are expressed by people in engineering.

A previous issue of The Cannon featured an editorial in which the engineers were told that "if you don't have any talent then act in Skule™Nite" (or words to that effect). After being involved with Skule™Nite for the majority of my university career I find such a statement to be wholly incorrect and quite ignorant. In comparing Skule™Nite to other shows on campus I can wholeheartedly say that it is superior to all other faculty shows, and better than most campus shows. To begin with, Skule™Nite material is not an interpretation of a classic play or any such modification of an existing play; but rather, the collection of sketches which comprise

Skule™Nite is written by engineering students specifically for the show. People who go to Skule™Nite as well as other faculty shows (in which material is written by the students) have consistently maintained that the material presented on the Skule™Nite stage is significantly better.

As it may be expected of us, Skule™Nite is probably the top show on campus with respect to its technical competence. I have been to shows in which the curtains weren't drawn even once, not even to allow

the crew to change the set; and while one could maintain that this was done for some artistic purpose.

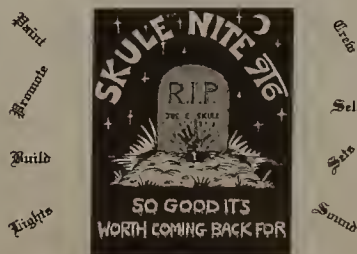
the overall technical content of these shows suggests that the people responsible most likely didn't even know how to work the curtains. I guess because we're engineers, we're expected to have the best technical (lights, sound, and sets) show; but we go far beyond that.

Skule™Nite attracts talented students from all over the place. For

example, one of the cast members of last year's show has her own television show, and another member won an acting award during his high school acting career. Whereas other shows tend to have 'professional' drama students, we have mainly engineering students who just act as a hobby; yet I can assure you that our pseudo-vampire was vastly superior to a shrieking-messiah. If anybody believes that these are isolated cases, I challenge them to prove otherwise. Watch Skule™Nite and compare it to the other shows on campus.

Is it fair to be judged by a stereotype? Maybe, if people have no other view aside from the stereotype to judge us by. That is why I believe that it's even more so disheartening when engineers make the same judgments. When engineers claim that Skule™Nite requires no talent, or that it isn't 'professional' enough, I can only conclude that these statements are made out of either malice or ignorance. Yes, we're engineers, and that means that we're reasonably capable in the mathematical and scientific sense; but we're also accomplished as: actors, singers, dancers, writers, photographers, editors, and artists. I urge you to participate in engineering communications, be it with the publications or the show, to prove to yourself, your fellow engineers and everybody else out there that you as an individual can transcend the label which was placed upon you!

Final Notice: Judgement at the Pearly Gates
Technical Meeting
Tuesday Nov, 15
SF1013 at 7 p.m



If you like blinding lights, the screeching of microphones and the poetry of power tools then this is what you've been waiting for!

Hell Hath No Fury Like A Show Stopped!

U OF T DAY 1995

CRISTINA GULESIU, N^o 918

U of T Day, the annual event that draws students, children and parents alike to our picturesque downtown campus, was finally upon us once again. A rain soaked day, it did not inhibit the turnout of people, but rather acted as a catalyst to it, producing an even greater amount of fertile young minds, ready for a glimpse of the future.

This year, I was not a sightseer, but a sight shower, clad in a bright blue U of T Day T-shirt and equipped with my very own nametag. My post was, for the most part, at the entrance of the Eng. Sci. common room, thrusting out pamphlets, pins, even refrigerator magnets into the outstretched and grabbing hands of those passing by. This multitude gazed and gawked appreciatively at the common room's main attraction: sophisticated gadgets and gizmos designed and built by second year Engineering Science students.

Having once been in the position of the gawker myself a few years back, I remember a feeling of awe: so this is what two years of university produces. In four years, I should be ready to open up my own firm...

High school students approached me, inquisitive, hungry for information. Having already taste-tested the world of Art Sci at Sid

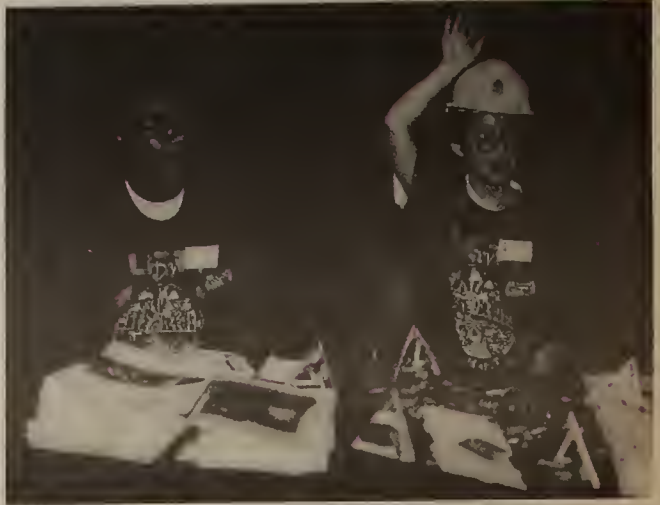
Smith, they now wanted a taste of engineering.

-How do you like it? Is it worth it?

My mind races over the course of almost a year and a half, over the brain frying first year CIV tutorials, the headache-inducing physics lab, the many nights spent pleading with the computer to make the program run, the countless problem sets and quizzes, the midterms and exams that are too long to finish; it wants to cry out: where did that year of my life go?

What else could I say but that if one gets accepted, the challenge is not one to be missed. My knowledge has increased exponentially over this year and a half; my way of thinking has altered dramatically. Engineering, I said, will push and test limits you never knew you could reach. The wonder that I had previously felt was now reflected in their eyes; in a few years, they will probably be sitting where I am now, handing out brochures to hopeful newcomers.

The future students nodded, satisfied with the memorabilia I handed them, and headed towards the sound of the Skule™ band in the Atrium, glimpsing along the way the show-and-tell each division of engineering had set up. An eventful turnout for an eventful day.

KERN LEWIN, N^o COMP 917ANNA KIM, N^o BIOMED 916+1

So there I was; in third year and seeing U of T day for the first time. My brave partners and I had scarcely settled in, half-hidden by glossy brochures, buttons, and other shiny toys when the flood was upon us, in their great curiosity, bearing questions aplenty.

The thing that struck me most was the variety of people who showed up. There were, of course, scores of high school students, most with vague and uncertain plans for the future; younger students trying to solidify their goals, and parents dragging (or carrying) kids who seemed too young to be in school at all.

Misconceptions came in abundance: "Everybody takes Eng. Sci. in first year, right?" "I hear engineers never sleep..." "Is this kind of like Computer Science?"

It was nice to be able to clear up many of the very fundamental misunderstandings people had about Engineering in general, and Eng. Sci. in particular. Equally gratifying were the people who already had a fair idea of where they wanted to go, but wanted more information about the courses, or the professors, or jobs, and sundry other details that you can't always get from a pamphlet.

And just talking about the pros and cons of our program taught me as much as (I hope) it taught the visitors. Not a bad way to spend a Saturday.

Ergo Rejection Tabius Wickerum, K-Boy

What can you do in a rainy, chilly day in October? Well, I had my share of fun in helping out for U of T Day. Instead of making balloons and handing out programs around campus like I did last time, I became one of the frontline people to talk to all the visitors about Engineering Science.

Despite the dreadful weather, people started pouring into the Sandford Fleming building as early as 9 o'clock. Most of them were high school students, wandering around, sampling information about university life. Unsureness, curiosity and great interest were written all over their young, innocent-looking faces. It's always fun to answer the numerous questions.

"So, say I go into biomed, do I have to do another 4 years?"

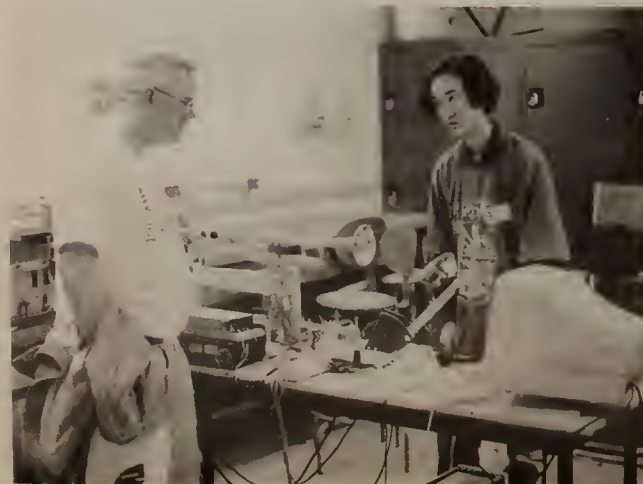
No, there are only two more years. Just like other engineering programs. (6 years of engsci?! shiver)

"See, I just came over from the civ table. And they have an environmental engineering too...is there a difference?"

Sure there is, let me find our enviro guy... "Hi...can I have some buttons?"

Sure! There you go. Here, get some for your friends too. Aren't they nice? We have the best buttons you know...

By the end of the day, I was starving, tired, and about to lose my voice. But it was all worth it! Especially for that extra-large T-shirt that I can swim in. :)





KYOKO YAP, SENIOR JANITOR NY 9T6+F!
LAURALEIGH NONIS, BNAD MEMBER NY 9T6+P

Editor's Note: Laura told me earlier that the people on the Homecoming float got in a bit of trouble because the Pizza Pizza van driver accused them of breaking the van window. She had been hopeful that the parking attendant would vouch for them, because he had said that he saw the van come in with the window already broken. I was also told that people were throwing pizza at the float, so I thought there might be an interesting story behind it. (O.K., so it wasn't.)

Lauraleigh: Parking control guy? He says he didn't see the car come in with the broken window. He changed his mind.

Kyoko: So he took back his story? Because he didn't want to be in favour of you.
L: That's probably why he took it back.

K: Because he didn't want to support you.

L: No, because engineering isn't supported by SAC, and SAC pays the parking people.

K: Really, was that the reason?

L: That's what someone told me.

K: He retracted....

L: So you've got an unofficial statement that was retracted, about the car window being broken when it got there.

K: So what's this about the pizza? Who threw it at you?

L: Little kids.

K: Oh, I thought they were SAC people.

L: SAC people were trying to keep us from taking the pizza. There was no one trying to get the pizza in the first place, so there was a kaffuffle to get all the pizza out of the way, and someone yelled to the little kids "hey give us a piece of pizza", so the little kids go to grab the pizza and instead of giving it to us they start throwing it at us, discovering it's a lot of fun, throwing pizza at the people on the float.

K: So that's what happened. So how was it

generally, the parade? Were you the only ones with spirit?

L: We were the only ones in the parade!

K: Just you guys wandering around?

L: Just our truck.

K: HAHHAHA! Some parade!

L: Yeah, a parade of one...

K: That really says something about the spirit of the rest of the school.

L: And, what little of a parade there was, Collins tried to stop.

K: Collins, who's Collins?

L: The organizer of U of T day.

K: Why did he try to end it?

L: Because he didn't like the fact that we were throwing water balloons.

K: Oh. So you guys aren't entirely innocent, then, 'cause you were throwing stuff.

L: Oh yeah, we were throwing water balloons and smoke bombs. Which (Vice) Dean Venter thought was so cool. He was like, "Have you broken anything?" And we were

like, "we did NOT break that pizza van window."

K: So what were you throwing at? Buildings, people...

L: We were throwing water balloons at general crowds of older people, students, kids only got wet, not hit. We were just throwing the smoke bombs at the ground, like the pavement....

(The smoke bombs were made of icing sugar and some chemicals unknowingly loaned by the Chem. Eng. department.)

K: How was Open House?

L: Smashing success. 2000 people went through the Aerospace lab.

K: You were there?

L: Yeah, I demonstrated the smoke tunnel after I got off the float.

Fluid mechanics tutorial film from the 60's: THIS TAR IS PRETTY SOLID. BUT ACTUALLY IT IS VISCOUS. A VERY VISCOUS FLUID.

REBECCA YIM, PRE-F!ROSH

U of T day was one of the best university orientation days I have ever been to. It was a fun filled day for me, full of plenty of activities to do and many things to see. My day started out with a free breakfast of muffins, doughnuts and juice, followed by a warm welcome, along with other students, inside Convocation Hall. Next, I had the opportunity to visit the Applied Science and Engineering department and speak with students and professors. I saw many projects that the students had created which were extremely interesting and mind boggling. I had a chance to ask a lot of questions and take home pamphlets about the dif-

ferent programs offered at U of T. For me, it was a great learning experience and not only did I take with me more knowledge and information about programs and courses, but also a sense of what life is like at U of T. At the end of the day, I was exhausted, but I felt that I had a better grasp of what I wanted to do in the future and where I wanted to do it. Orientation day was definitely very informative and fun. It was a great learning experience and if I could come back again next year, I would, as well as encourage other students to do the same.



ENG SOC

PRESIDENT'S MESSAGE



Station Log, Stardate 49503.2, Captain Rowan Wilson reporting:

Greetings and Happy (past) Hallowe'en from Ops, here in Eng. Soc. Since the beginning of the year, everything has gone rather well. For starters, thanks are due to Franny Jewett and crew for their superb work on Orientation.

So, is everybody enjoying midterms? I thought so (hahh!). So far, here's the rumblings of events in the Society. Oktoberfest was a hit, and U of T day/Homcoming went really well, thanks to all those who came out. The Homcoming float was particularly impressive, ku-

dos to Drago and team. Upcoming events include Cannonball and Godiva Week in January, and maybe even a ski trip.

One thing comes to mind, though — that we, as a society, are here to serve you, the students. We love to see comments and suggestions of what *you* would like to see done. Even better, if you want to see something done in particular, then come on out and do it yourself. We're always looking for a few motivated volunteers. Just remember, all the Eng. Soc. executive are here for you to come and talk to. Simply come on into

the Eng. Soc. office and ask for whom-ever you are looking for. If they are not in, you can always see me (the Prez). I'm usually in my office (go figure, eh?), and even if I look busy with homework or paperwork, I actually enjoy someone coming in to talk to me. (Besides, it's certainly more fun than the problem set I'm working on!)

Anyway, don't be intimidated by the Eng. Soc. We're actually quite friendly, and like to see new faces in the office.

See you around sometime, eh?

>END LOG

What the heck is ESSCO?

JULIAN WRIGHT IND917 ESSCO VP-FINANCE

The Engineering Students' Societies Council of Ontario was formed in 1987 to represent Ontario engineering students on common provincial issues. What common issues do we have at a provincial basis you ask? Well, let's start with high schools and guidance counsellors. Do you remember applying to engineering from university? What were the odds that your guidance counsellor knew what an Industrial or Materials Engineer does? Some guidance counsellors don't even know what OACs are required for engineering: "No, Keith, you don't need OAC Algebra to go into engineering." Currently,

there is a major gap in educating what engineering is from a *university student's* point of view. In the past, Faculty members and information brochures made by the PEO (Professional Engineers of Ontario) were all the exposure given to high school students. Currently, ESSCO is helping the PEO design a poster and a pamphlet to advertise engineering. The idea of the poster is to have something simple with a clear message and that looks professional.

As well as designing a poster and pamphlet, ESSCO is in the process of organising a common orientation activity that all Ontario en-

gineering students can participate in to increase awareness of ESSCO. One current idea is to have a shouting competition where each school has 1 minute to record as much noise as possible and record the value on a dB machine. Since each school has different numbers, the values will be altered to a per student ratio and the loudest school will win a prize.

One of the best aspects of ESSCO is that it brings Ontario engineering students together. Even though we are separated across the province and go to different universities, we do have a lot in common. Throughout the year,

conferences are held such as the PEO, CCES, and the ESSCO AGM which give students the opportunity to meet other people (make new friends!), see what is going on outside U of T, and have loads of fun (that's the best part, although most of it I couldn't remember!). Our engineering society usually sends 2-6 delegates to each conference and the whole trip is paid for by the U of T engineering society! If you are interested in getting involved with ESSCO, going to conferences, or are just curious, please don't hesitate to leave a message in the "Communications" or VP External mailbox in the Engineering Society.

Show off your design skills!

or

Just get up and talk!

Interact with top industry representatives!

Win BIG CA\$H!

Ontario Engineering Competition

February 16-18, 1996

The competition is divided into five categories: Entrepreneurial Design, Corporate Design, Editorial Communication, Explanatory Communication, and Parliamentary Debate. Prizes of up to \$2500 are awarded, and the top two teams in each category are invited to compete at the Canadian Engineering Competition, hosted this year by Simon Fraser University in British Columbia.

For full details, contact your Engineering Society.
Application deadline: January 12, 1996.



OEC-CIO 1996
c/o Engineering Society
Queen's University
Kingston, Ontario
K7L 3N6
e-mail: oec@post.queensu.ca
phone: (613) 545-6008

The Canadian Federation of Engineering Students Presents:

28TH CONGRESS OF CANADIAN ENGINEERING STUDENTS

December 31, 1995 - January 6, 1996
University of Waterloo

ENGINEERING EDUCATION

The Canadian Federation of Engineering Students (CFES) is a national umbrella organization that represents each of the 43 individual engineering student societies and all of the 40,000 plus engineering students in Canada. The CFES provides a strong, nationally unified student voice at other national groups such as The Canadian Council of Professional Engineers, the Association of Consulting Engineers of Canada, and the National Council of Deans of Engineering and Applied Sciences. More importantly, the CFES provides each engineering society with information/tools that help them better represent their students, as well as providing a medium through which the schools themselves can build stronger communication links.

In an effort to further encourage communication between engineering students, the CFES acts as the parent organization for the Congress of Canadian Engineering Students — an annual meeting during which students from each of the engineering societies are brought together to share ideas and attend a variety of workshops and speaker sessions aimed at strengthening the eng. socs. This year's meeting promises to be of most interest to students as discussions focus on Engineering Education.

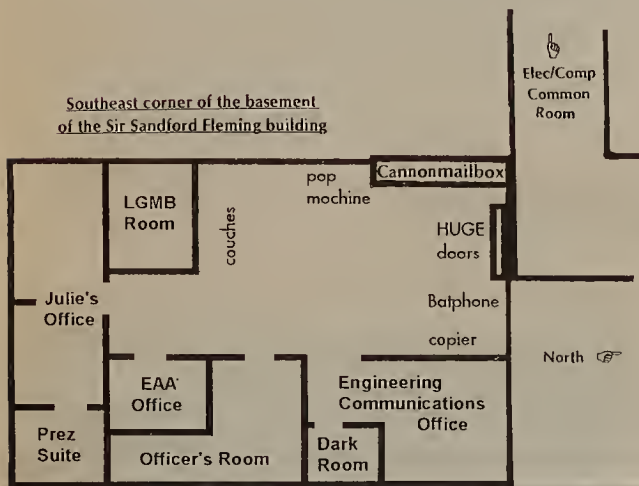
U of T Delegate Application Forms can be picked up from the VP External's mail box in the Engineering Society.

Deadline: November 10th, 1995

Join

THE CANNON

We're meeting on
November 15th, 1995
 and we want to see you there.



Confused? Call 978-5377
 or 978-2917 for directions



This is a meeting for anyone who wants to contribute to The Cannon newspaper. We need people to write articles, poetry, fictional or non-fictional prose, or even stuff for the Rantrostrum! We need people to report Skule™, club, and sport events; good news and bad news. We need photographers to take pictures (you get FREE film!) and people to submit artwork of any sort. We need layout staff and copy editors. We need people with ideas. We need your help.

We need you.

The meeting starts at 5:00pm in the Engineering Communications Office at Eng. Soc. (see map).

See you there!

Women in Engineering Association

ADRIENNE CHEE HING, MECH 916

The Women in Engineering Association (WEA) is a newly formed group for all female members of our faculty to provide support, "mentorship" and a forum through which to discuss issues and concerns relevant to our professional and personal development.

The Association hosts a variety of events to encourage the female members of our faculty in the pursuit of their career choices, to enhance confidence in themselves and their abilities, and to promote a sense of community, pride and spirit in who they are. Events include faculty gatherings with guest speakers from a variety of professions in research and industry to allow the students a chance to learn about the status of women in the engineering profession, the obstacles and opportunities present, and programmes

currently available to enhance the acceptance of female employees in engineering departments and the encouragement of their participation. Currently, the WEA and the Women's Issues Committee are in the midst of planning a joint event to be held soon.

The WEA's first event of this year was held on October 5 and was introduced by Dean Charles. Ms. Rona Abramovitch then explained her role as the University's Status of Women Officer and Ms. Marta Escedi, a Senior Manager at Bell Northern and a former president of the Engineering Society and the Engineering Alumni Association, spoke about career paths for women in engineering. The floor was then opened for discussion and, overall, great insight was obtained with regards to the changes that have been made

over the years and problems which still need to be addressed. The forum was informative and provided, in some cases, an eye-opener to possible opportunities and perils that await the women of our faculty.

The WEA is a beneficial addition to our engineering community and will strive to educate our women in a manner such that they will become important contributors to our society as a whole.

Meetings for the Association are scheduled for the first Tuesday of each month from 11 a.m. to 1 p.m. Room locations will be announced, as will additional meetings and events. All women are invited to attend. If you wish to join this Association or have any inquiries or comments, please e-mail cheei@ecf or mccann@ecf.

Soccer Scores Not From Myron

The Men's Engineering Soccer team closed out the regular season with a 2-1 win over University College. This followed a 4-1 loss to Scarborough. The team finished with three wins and three losses and may or may not be in the playoffs.

Toike staff read
 The Cannon

Faculty

New Course Evaluation Comes to Skule™

Faculty of Applied Science and Engineering Course/Instructor Evaluation Form

Do not mark in this area.
 1 2 3 4 5 6 7 8
 1 2 3 4 5 6 7 8
 1 2 3 4 5 6 7 8
 1 2 3 4 5 6 7 8

INSTRUCTIONS (Please read first)

PLEASE NOTE: Questionnaire is confidential when completed.

Please answer all questions.
 Note that the results will be available to the instructor only after final course marks have been submitted.

Your answers to the questions should be filled out using an HB pencil or a blue ball-point pen (but not a felt marking pen). Blacken COMPLETELY the rectangle corresponding to your response for each statement.

The survey results will be distributed to:

- INSTRUCTORS for feedback on teaching
- ADMINISTRATORS for questions pertaining to faculty merit, career advancement, and curriculum planning.

COURSE/INSTRUCTOR IDENTIFICATION:

COURSE: _____

SECTION: _____

INSTRUCTOR: _____

QUESTIONS ABOUT YOURSELF:

1. Status of this course for you:

- Core ☐
 Technical Elective ☐
 Free Elective ☐
 Humanities/Social Science Elective ☐
 Other ☐

2. Your level of enthusiasm for taking this course, at the time of initial registration:

3. Your level of enthusiasm now that you have completed the course:

4. Your expected grade in this course: <50 ☐ 50-59 ☐ 60-69 ☐ 70-79 ☐ 80-89 ☐ >90 ☐

5. Identify your gender (optional):

Male ☐ Female ☐

uoh953

Please turn over.

QUESTIONS ABOUT THE INSTRUCTOR:

	Don't know/Not Applicable	Very Low	Low	Average	Above Average	Very High
6. The clear and explicit communication of the goals and requirements of the course was...	☐	☐	☐	☐	☐	☐
7. The use of methods of evaluation (e.g. problem sets, assignments, tests) that appropriately reflect the subject matter and provide a fair evaluation of student learning was...	☐	☐	☐	☐	☐	☐
8. The presentation of the material in an organized, well-planned manner was...	☐	☐	☐	☐	☐	☐
9. The instructor's apparent knowledge of the subject was...	☐	☐	☐	☐	☐	☐
10. The clarity of the explanation of the subject matter was...	☐	☐	☐	☐	☐	☐
11. The use of examples and illustrations (when appropriate) was...	☐	☐	☐	☐	☐	☐
12. The instructor's enthusiasm and interest in the course material was...	☐	☐	☐	☐	☐	☐
13. The attention to students' questions in the classroom and the clarity of the answers was...	☐	☐	☐	☐	☐	☐
14. The instructor's availability for individual consultation either by appointment or at stated hours was...	☐	☐	☐	☐	☐	☐
15. The commitment to ensure that student work was graded fairly, with appropriate feedback was...	☐	☐	☐	☐	☐	☐
16. What is your overall rating of this instructor as a teacher:	☐	☐	☐	☐	☐	☐

QUESTIONS ABOUT THE COURSE:

	Don't know/Not Applicable	Very Low	Low	Average	Above Average	Very High
17. Considering the calendar weighting, the workload is...	☐	☐	☐	☐	☐	☐
18. Compared to other courses at the same level, the level of difficulty of the material is...	☐	☐	☐	☐	☐	☐
19. The extent to which this course repeats material from other courses is...	☐	☐	☐	☐	☐	☐
20. If a specific textbook was recommended, the value of it was...	☐	☐	☐	☐	☐	☐
21. The value of the tutorial was...	☐	☐	☐	☐	☐	☐
22. The value of the laboratories was...	☐	☐	☐	☐	☐	☐
23. The value of the overall learning experience was...	☐	☐	☐	☐	☐	☐
24. The relevance of this course to your professional development is...	☐	☐	☐	☐	☐	☐
25. The intrinsic interest of the subject matter is...	☐	☐	☐	☐	☐	☐
26. Percentage of lectures you attended:	<50% ☐	50-70% ☐	70-90% ☐	>90% ☐		
27. Considering your experience with the course, and disregarding your need for it to meet program or degree requirements, would you still have taken this course?	Yes ☐	No ☐				
28. Did the instructor introduce current elements of research and development in the material delivered?	Yes ☐	No ☐				

OTHER QUESTIONS:

(Optional, may be supplied in class)

This product is recycled

FACULTY OFFICE

Course evaluations completed by students at the end of every semester have been completely rewritten. The new format has more questions, is better organized, and allows us more flexibility in our responses.

You may recall the various requests for input made by the faculty office in our engineering newspapers and on electronic mail last year. A subgroup of the Committee on Teaching Methods and Resources has been using suggestions made by staff and students in the faculty and has come up with the 28 questions on the form. The questionnaire has been designed to give the department a better picture of the course, the TAs, and the instructor as a teacher. Each question now has a range of six answers instead of the old format of only four and there is also room for six optional questions to be added at the instructor's discretion.

A separate "blue" sheet for comments will be distributed as well. This sheet also allows for individual evaluation of each TA in a course. (In the past we were asked to forward any comments to our departments on a separate sheet.) According to the Faculty Office, only the professor will see the written comments. The department administrator

will forward the comments to the professor after final exam marks have been submitted.

Questionnaires will be distributed to the class by the professor and will be collected and turned in to department administration by a class representative. Results will not be disclosed until AFTER the final marks have been turned in.

Student responses to these questions will affect career advancement and curriculum planning, as they always have. It is important that everyone takes the evaluation seriously. Departments have their own procedures for dealing with the responses; contact your department administrator if you have any concerns. Questions or concerns can also be passed on to class faculty reps to be discussed at the next Faculty Council meeting or you can drop Adriana Ieraci a note in the EFCR mailbox in Eng Soc. Teresa Maniaci is available as well in the Faculty Office at 416-978-3661 or by e-mail at miniaci@ecf.

More importantly though, if you have a comment to make about the course or to the professor, don't wait to put it on the evaluation. A bit of encouragement or a carefully worded constructive criticism will be more beneficial to everyone now than at the end of the term.

Attention!

Engineering Society Full Council Meeting

Wednesday Nov 22, 1995

Sandford Fleming Bldg. 1105

6:00-8:00 pm

Great Music

Skule Stage Band Performs

Fri. Nov. 24, 1995, 8:30 p.m.

at Oscar's (Arbour Room at Hart House)

Have something to say?
 Say it in The Cannon.

Cannon Poll

Are engineers sexist?

Answer "YES" or "NO" on a piece of paper and place the ballot in our mailbox or hand it to one of our staff members. Remember to indicate your status (undergraduate student, graduate student, alumnus, alumna, professor, professor-wanna-be, administrative staff, member of the public, et al.) and your gender.

YOUR NAME IS NOT REQUIRED ON THE BALLOT!

When casting your ballot, you might want to consider:

Does orientation encourage sexist activities?

Is it sexist to have Lady Godiva as a symbol for engineering?

Will increasing female enrolment change anything?

Why are engineers stereotyped as sexist?

Are attitudes in the workforce different from those in university?

How could sexism in, and sexist perceptions of, engineering be eliminated?

How does sexism compare to homophobia and racism?

Has engineering become discriminatory against males?

If you don't have a piece of paper, use the ballot at the bottom of the page.

October Poll Results:

75% Want Professors To Get Teaching Qualifications

Q: Should professors get teaching qualifications?

A: Yes: 3 (75.0%)

No: 1 (25.0%)

Spoiled: 0 (0.0%)

-T.A.s should be qualified to teach and to speak English

-professors have teaching as a low priority

GRADUATE STUDENT: NO

-with some profs it is just the way they are...they hate students...

-I have enough high school teachers who I hate and they went through a one-year teaching program

ENG SCI9T6: FUCK, YA

because as it stands, you get into a lecture and they know nothing about teaching...all that goes on in their little heads is NSERC grants and other government cash...their brains are geared towards begging and filling out NSERC applications...

...overheads are no substitute for lecturing ability...just because they write out their perverted thoughts on an overhead doesn't mean they are any more intelligible.

ENG SCI9T6: YES

-instructors (not just profs) need 1 or 2 courses in communications

-profs aren't hired to teach (unfortunately), but to research

-English instruction for some would not hurt, either!

IND9T8: YES

-professors don't generally do a good job of teaching

-tests are fair

-professors who do not want to teach shouldn't

-formal teaching qualifications would improve professors' teaching

-lecturers should get a minimum qualification in English

-I would qualify them to teach; the students would choose who are good teachers, but it should take 2 or 3 bad reviews before the axe is dropped

Rantrostrum

There's too much garbage in The Atrium and too much garbage in Eng. Soc.!!! Can't you clean up after yourselves?

Engineers hate words... in engineering, man, you put in one word too many and they start docking marks... none of this literary shit... communication is precise and the least possible.

Why does The Cannon editor say "Yikes!" all the time? Is she addicted?

What? Would you rather me

say "Wowzers!"?--Ed.

Why do mature (!--Ed.) students have trouble going to the washroom *inside* the toilet bowl?!?%#@?!? Crap is always everywhere and the washrooms stink. I always go in the basement of the Galbraith building because no one else does.

Brian Toll (graduate photo photographer) is an arrogant, overpaid, self-indulgent excuse for a photographer. Well, his photos aren't that bad. But then again they aren't

that good. If he tried (or cared) he could probably do better.

I hate people who take the elevator up one floor...or even worse, DOWN! Walking up one flight of stairs won't kill you.

Have something to rant about?

Leave your anonymous message in The Cannon mailbox. We want to hear from you. Remember, this is YOUR paper.

November Cannon Poll:

Are engineers sexist?

Yes: ☐ No: ☐

Status: _____

Comments: _____

Place this ballot in our mailbox or hand it to one of our staff members

